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ABSTRACT

This inservice training module is designed to sensitize participants to the prevalence of role sterotyping and the manner in which sterotypes are perpetuated in our social institutions. It is intended for presentation to mixed groups of parents, educators, and community members. It may also be used by high school students. The module consists of materials for use in a two-and-one-half hour program. Instructions for conducting workshop activities are included at appropriate places throughout the module. The program is divided into two units, the first dealing with gaining a perspective on role sterotyping and the second with acquiring an individual perspective on the issues. Each unit contains: (1) an overview including the methods, rationale, objectives, list of materials, and time limit; (2) instructions for workshop activities; and (3) all handouts utilized. Persons with direct responsibility for the education of youth, and citizens concerned with effecting constructive social responses to the problems and needs of all community members can make use of this module. (Author)

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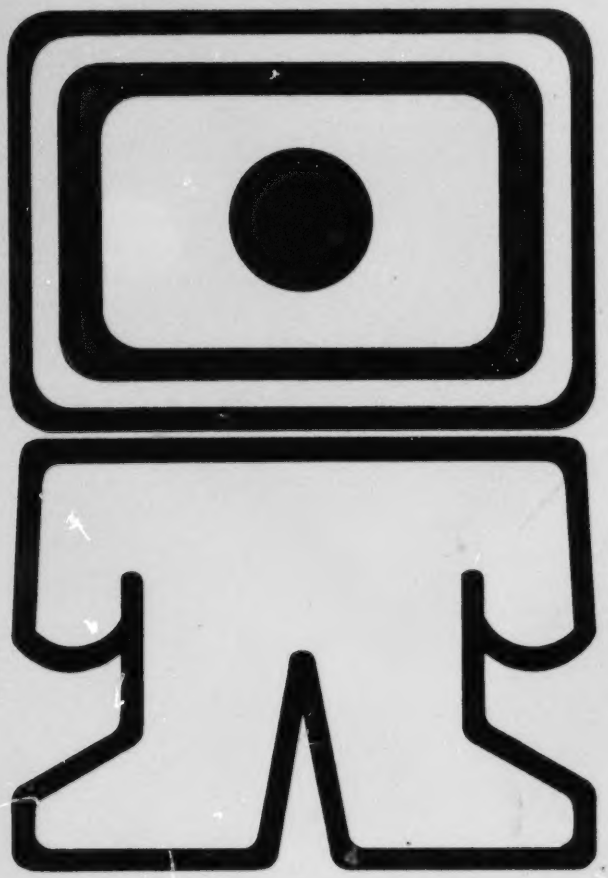

freedom for individual development

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Women's Educational Equity Act Program

SCHOOL/COMMUNITY RELATIONS

SG 0130 21

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SCHOOL/COMMUNITY RELATIONS

BY MARGARET H. POWELL

ASSISTED BY THE FREEDOM
FOR INDIVIDUAL DEVELOPMENT
PROJECT STAFF

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PHILOSOPHICAL STATEMENT

We believe that every human being regardless of sex has a right to develop individual potential, to achieve self fulfillment and self actualization, and to pursue the fulfillment of his or her own creative, emotional, and intellectual aspirations.

We believe that sex roles are not dictated by or justifiable on the basis of biological differences between females and males. There is sufficient evidence that sex roles are learned and that sex roles are cultural creations. All cultures assign different activities, jobs, characteristics, and attitudes to males and females. However, characteristics regarded as "female" in one culture may be found to be "male" in another. The biological differences which do exist between males and females should not be part of the definitions of femininity and masculinity.

People are bombarded each day in many ways with images of what men and women ought to be. Television, newspapers, advertising, radios, and books create standards of masculinity and femininity. The facts and figures included in these modules show that in reality, few people actually fit these stereotypes, even though these stereotypes are accepted as conscious or unconscious models of appropriate sex role behavior by which we judge ourselves. *We believe that these stereotypes are outdated and dysfunctional. . . they do not reflect the reality of adult living for most people.*

Any discussion of sex roles necessarily includes both the female and the male role. Stereotypes reflect and perpetuate attitudes and practices which polarize women and men, and exaggerate their differences. The result is a denial of opportunity to both sexes. Therefore we are committed to both males and females becoming free of rigid sex role expectations. However, we are primarily committed to promoting the educational equity of girls and women. *We believe* that their aspirations and opportunities have been severely limited. We recognize that many women are satisfied and fulfilled by their roles as spouse, parent, and/or worker. Many individual women feel equal to individual men.

In the larger social context, however, the facts are quite compelling. Women have not attained equality with men even in the most visible spheres such as employment. The earnings gap between male and female workers is <u>increasing</u>, not decreasing. Employment is just <u>one</u> area in which women are discriminated against. All major social institutions work together to define "Women's Place" as secondary to men's. The qualities and tasks associated with being female have less value than those associated with being male.

The importance and value of maintaining a home and raising children to society as a whole has been severely undervalued or completely ignored. The qualities of nurturance and cooperation have been devalued in a time when these qualities are needed for the survival of humankind. The devaluation of women's work in the home follows them into the public sphere where both men and women expect and judge men's work to be better.

We believe that training women and men in less sex stereotyped ways will create more flexible individuals who will respect, value and be capable of fulfilling a variety of adult roles. *We believe* that preparation of both males and females based on the notions of equal participation and responsibility for family life, plus a recognition of the value of nurturance and childcare, will result in more stable families.

Although we believe that most women currently experience minority status in this culture, it is clear that women of color and poor women suffer double and sometimes triple discrimination. It is important to understand the links and similarities of stereotyping and discrimination while also recognizing the diversity of culture and situation. We encourage users of these modules to consider the issues presented in the context of cultural pluralism.

We believe that education is an excellent "target" for implementing social change. Schools play a crucial role in mediating between the adult world on the one hand and school age children on the other. By the time a student graduates from high school she or he has spent 10,000 hours in the classroom. The knowledge and values brought by a child to the school will either be reinforced or discouraged during the process of becoming an educated person. One of the major accepted goals of education is to put all children in complete possession of their abilities and talents, to develop these to their fullest potential, and to instill in them a recognition of the dignity and worth of each individual. The values of individuality and self fulfillment do not imply that there must be an equal number of men and women in each role, but that there should be the widest possible variation in outcome consistent with the range of individual differences among people regardless of sex.

We believe that justice and wisdom require that each of us re-examine our assumptions about the differences between females and males, and become aware of how the socialization process encourages us to form expectations and stereotype individuals on the basis of sex. *We believe* that attitudinal and behavioral changes are necessary. Attitudinal change occurs sequentially, newer and more complex forms of learning are built on previous experiences and information. *We believe* the relationship between attitudinal change and behavioral change is cyclical: altered attitudes influence behaviors and new behaviors influence attitudes.

It is our sincere hope that the Freedom for Individual Development modules will: initiate dialogue; increase participants' knowledge and awareness of the issues; provide a means for developing new skills; and facilitate an understanding of the spirit and intent of state and federal legislation promoting educational equity for girls and women. Most importantly we desire to motivate and unleash the vast potential of educators as change agents.

Freedom for Individual Development Project Staff
August 1977

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MATERIALS NEEDED FOR THIS MODULE

The following is a checklist of materials you will need to assemble before this program can begin. This is a complete list of all materials needed for both units of the module. We have provided this list for your convenience and suggest that you copy the list to use as a "shopper's guide" in preparation for the module.

3" X 5" Index Cards/Name Cards
Pencils
Vignette List
Transparencies
Overhead Projector
Examples of Sterotyped Print Advertising
One large sheet with either the male or female figure traced on it, for each small group reporter. Must be prepared ahead of time.

TO THE TRAINER. . .

RECRUITMENT AND SELECTION OF APPROPRIATE TRAINERS

The importance of selecting the appropriate trainer to implement this module cannot be over-stressed. The success or failure of the inservice rests to a large degree upon the commitment and skill of the trainer. The trainer should possess the following qualifications:

1. Group process skills.

2. Comfort with the content of the module and a sound commitment to the elimination of sex role stereotyping.

3. Adequate advance time for preparation. The trainer must allow time to read the module thoroughly several times prior to the training session in order to gain full understanding and command of the progression.

4. Teaching experience, preferably with both adults and children.

GROUP SIZE

Although this inservice can be given to large groups of people, the workshop activities are designed such that participants must be divided into small groups. The small groups should be limited to no more than eight. Five or six in a group is ideal.

GROUP COMPOSITION

This module is designed for broad school/community use. It can be presented at meetings or inservices involving specific professional groups, or at PTO or school board meetings. Student groups at the high school level could utilize the module; the junior high level, where consciousness-raising regarding sex role stereotyping is both crucial and neglected, represents an important potential target group.

ROOM AND SEATING ARRANGEMENTS

Discussion and group participation are facilitated when participants are in face-to-face contact. All of the exercises and activities in this module are designed to be conducted on a small group basis--i.e., with five to eight participants seated around small tables with several tables to a room. Because of the need to divide participants into small groups, this inservice program <u>will</u> <u>not</u> work in an auditorium or room with fixed seating arrangements. The room will need to be darkened for the purpose of showing transparencies.

SOME QUESTIONS AND ANSWERS ABOUT THIS MODULE

What is contained in the module?

The module consists of materials designed for use in a 2½ hour inservice. Instructions for conducting the workshop activities are included at appropriate places throughout the module.

What information is covered in the module?

The program is divided into two units:

1. Gaining a Perspective on Role Stereotyping.
2. Individual Perspective on the Issues.

How long is each unit?

Unit 1 is designed to take an hour and a half; Unit 2 one hour.

How is each unit organized?

Each unit contains:

1. An overview of the unit including the methods, rationale, objectives, list of materials, and time limit for the unit.
2. Specific instructions for each of the workshop activities.
3. All handouts used in the unit.

Who is the audience for this module?

The module is designed for presentation to mixed groups of parents, educators, and community members. It may also be used by high school students.

What are the characteristics of the participants?

It is assumed that persons with direct responsibility for the nurturing and education of youth, and citizens concerned with effecting constructive social responses to the problems and needs of all community members can make use of this module. However, there will be variations in receptivity to these exercises. More interested and experienced participants may, in fact, function as valuable resources in the small group activities.

EVALUATION TOOLS

1. Duplicate the following:

   A) Survey I - 2 copies for each participant - used as a pre- and post- test

   B) Survey II - 1 copy for each participant

   C) Module Evaluation - 1 copy for each participant

   D) Trainer's Evaluation - 1 copy for each trainer

2. Put code numbers (1,2,3. . .) on half of the Survey I's you copied. Pass out Survey I at the beginning of the Module. Have each person record (or remember) the number on their Survey I. This will be their identifying code number for the entire inservice evaluation procedure.

3. Collect the completed forms after about five minutes.

4. After completion of the inservice, distribute to each participant one (1) copy of each of the following: Survey I, Survey II, and Module Evaluation. Ask participants to record their identifying code number on each form.

5. The trainer should fill out the Trainer Evaluation as soon after the inservice as possible.

6. To score Survey I:

   Part A

   Questions 1 - 21

   Even numbered items - Assign values as they are circled (1 point for 1, 2 points for 2, etc.)

   Odd numbered items - Assign values inversely. (1 point for 5, 2 points for 4, 3 points for 3, 4 points for 2, 5 points for 1)

   Total the items for Part A.
   The highest score for this section is 105, the lowest is 21. Scores from 63-105 indicate non-traditional views and from 21-63 indicate more traditional views.

   Part B

   Questions 22 - 31

   Assign the following values:

Question		
22	B = 5	
23	E = 5	
24	B = 5	
25	B = 5	Any C response = 3,
26	E = 5	
27	B = 5	all other responses = 1
28	E = 5	
29	E = 5	
30	D = 5	all other responses = 1
31	D = 5	

The highest score for this section is 50, the lowest 10. From 10 - 24 reflects traditional views, scores from 24 - 50 reflect non-traditional views.

Part C

Questions 32 - 35

These questions cannot be scored but will most likely indicate attitudes consistent with the scored items.
Add Part A score and Part B score together. The hightest score possible is 155, middle score is 87, and lowest is 31.

Increases in scores from the pre-test to the post-test are intended to indicate heightened awareness. Pre- and post-scores can be used to indicate:

a) The comparisons of scores (pre- and post-) for individuals;

b) The number of individuals who show gains and losses;

c) Average gains and losses;

d) Group average scores;

e) Average gains on individual items.

7. Survey II and Module Evaluation Forms are not scored. They are designed to collect specific information which the trainer will have to collate. The Module Evaluation Form has several questions with numbered responses. These numbers can be totaled per item and divided by the number of participants.

Part A _____
Part B _____
Total _____

Identifying Number _____

OPINION SURVEY I

Please circle one of the following:

I am:	Administrator	Teacher
	Parent	Student
	Community Member	Other
	Board Member	

DIRECTIONS: The statements listed below describe attitudes toward the role of women and men in our society. You are asked to react to each statement below by circling the appropriate number.

1 - Strongly Agree
2 - Agree
3 - Neither Agree nor Disagree
4 - Disagree
5 - Strongly Disagree

Respond to each of the statements quickly and as candidly as possible. Do not leave any blank.

1.	Many qualified women can't get good jobs; men with the same skills have less trouble.	1 2 3 4 5
2.	The special social privileges that men extend to women more than offset any discrimination they practice against them.	1 2 3 4 5
3.	It is important to have men as well as women for primary teachers.	1 2 3 4 5
4.	I usually find the things men talk about more interesting than the things women talk about.	1 2 3 4 5
5.	Many commonly used printed materials in our society perpetuate existing sex role stereotypes.	1 2 3 4 5
6.	Most women have only themselves to blame for not doing better in life.	1 2 3 4 5
7.	Boys as well as girls ought to learn to take care of the home.	1 2 3 4 5
8.	Generally the roles of men in our society should differ from the roles of women.	1 2 3 4 5
9.	A working mother can establish just as warm and secure a relationship with her children as a mother who does not work.	1 2 3 4 5

10. Since most girls will become housewives, texts should emphasize depicting women in that role. 1 2 3 4 5

11. Affirmative Action for women in hiring and promotions is appropriate to make up for past discrimination. 1 2 3 4 5

12. Schools are equally preparing girls and boys to meet their adult needs. 1 2 3 4 5

13. There ought to be more day care institutions so that both parents or single parents can work. 1 2 3 4 5

14. Few women have the desire or ability to compete in the work world of men. 1 2 3 4 5

15. Many women who do the same work as their male colleagues earn substantially less money. 1 2 3 4 5

16. Men are able to reason more logically than women. 1 2 3 4 5

17. The media degrade women by treating them primarily as sex objects. 1 2 3 4 5

18. Men have more physical stamina than women. 1 2 3 4 5

19. U.S. society exploits women in the same manner that it has exploited blacks and members of other minorities. 1 2 3 4 5

20. Women are more emotional than men. 1 2 3 4 5

21. Laws which prohibit discrimination on the basis of sex are necessary for change to occur. 1 2 3 4 5

Some people believe that personality differences between the sexes are biological in origin; others think they are learned; others say there are no differences at all. Which of the statements listed best expresses your viewpoint about the traits in entries 22 through 29? Utilize the following scale for each trait.

		More Common in Men		Equally Common in Both Sexes	More Common in Women	
		Biological Reasons	Cultural Reasons		Biological Reasons	Cultural Reasons
22.	Aggressiveness	a	b	c	d	e
23.	Capacity for deep feelings	a	b	c	d	e
24.	Independence	a	b	c	d	e
25.	Objectivity and rationality	a	b	c	d	e
26.	Nurturing capacity	a	b	c	d	e
27.	Ability to reason abstractly	a	b	c	d	e
28.	Preference for monogamy	a	b	c	d	e
29.	Empathy and intuition	a	b	c	d	e

30. Between a wife and husband who both work who should do the housework (cleaning, cooking, dishwashing)?
    a. The wife should do all of it
    b. The wife should do almost all of it
    c. The wife should do over half of it
    d. The work should be split 50-50
    e. The husband should do over half of it

31. Between a wife and husband who both work who should handle routine child care?
    a. The wife should do all of it
    b. The wife should do almost all of it
    c. The wife should do over half of it
    d. The work should be split 50-50
    e. The husband should do over half of it

32. In your opinion, which sex is better off in this society?
    a. Men are very much better off because they have freedom, status and power
    b. Men are much better off
    c. Men are somewhat better off
    d. There are complementary advantages and disadvantages to each sex
    e. Women are somewhat better off
    f. Women are much better off
    g. Women are very much better off because they have protection, leisure and freedom from pressures to achieve

33. Which of the following gives you the most satisfaction in your life?
    a. Career or occupation
    b. Family or love relationships
    c. Friendships
    d. Leisure-time activities and hobbies
    e. Religious beliefs or activities
    f. Community or political work
    g. Running a home
    h. Other

34. Did your mother work in the paid labor force when you were a child?
    a. Worked full time throughout my childhood
    b. Worked part time, or full time on and off, throughout my childhood
    c. Did not work while her children were very young, then worked full time
    d. Did not work while her children were very young, then worked part time
    e. Did not work at all
    f. Not applicable

35. What did your father do around the house?
    a. Repairs, odd jobs; anything else was "women's work"
    b. Helped out occasionally
    c. Shared equally in household tasks
    d. Did most or all of household tasks
    e. Not applicable

Each second we live in a new and unique moment of the universe, a moment that never was before and will never be again. And what do we teach our children in school? We teach them that 2 + 2 = 4, and that Paris is the capital of France. When will we also teach them what they are? We should say to each of them: 'Do you know what you are? You are a marvel. You are unique. In all of the world there is no other child exactly like you. In the millions of years that have passed there has never been another child like you... Yes, you are a marvel. When you grow up can you then harm another who is, like you, a marvel? You must cherish one another. You must work--we all must work--to make this world worthy of its children.'

--Pablo Casals

INTRODUCTION

The family, the school and the community form the environment in which we are socialized from childhood to assume adult roles. Until very recently the impact of this socialization process on the quality of life of all citizens--particularly on minorities and groups treated like minorities--was not critically evaluated. Many inherited social values and the stereotyping that reinforced them are being challenged by those classes whose potential and welfare have been limited as a result of societally-enforced role definition.

This inservice training module is designed to sensitize participants to the prevalence of role stereotyping and the manner in which stereotypes are perpetuated in our social institutions. The module provides two unit experiences:

1. An examination of the stereotyping process, narrowing the focus to sex stereotyping in order to develop the idea that all persons are negatively affected by role determination on the basis of sex.

2. An opportunity to examine individual experience as preparation for a constructive role in affecting change.

These activities, conducted in a small group setting can enhance awareness of the importance of social, educational and economic equity to all members and classes in society.

Unit 1

Gaining a Perspective on Role Stereotyping

SUMMARY

This unit consist of six parts.

The purpose of the first and second parts is to acquaint participants with one another and introduce them to the purpose of the module.

Method:

1. Trainer conducts warm-up activity.
2. Trainer explains purpose of the module and discusses module as a potential instrument of change.

The purpose of the third and fourth parts is to make participants aware of how subtle and expansive role stereotyping is.

Method:

1. Trainer provides data, conducts activities, and facilitates discussions that document role stereotypes.

The purpose of the fifth part is to acquaint participants with the way in which social institutions project stereotypes.

Method:

1. The Trainer provides data and monitors role-plays, facilitating the exploration of participants' recognition of the social context in which stereotyping occurs.

The purpose of the sixth part is to increase participants' awareness of the social and economic costs of sex role stereotyping.

Method:

1. Trainer conducts role-plays and exercises, reinforcing the impact of active involvement in issues with data from transparencies.

UNIT 1

GAINING A PERSPECTIVE ON ROLE STEREOTYPING

RATIONALE

It is important that in this training an opportunity be provided to explore societal and personal attitudes about women and men. In this society, we all grow up learning the behaviors and attitudes associated with fulfilling the responsibilities of being adult men or women. Each of us has internalized our lessons to different degrees and yet we share many common definitions of appropriate sex role behavior. In recent years more and more people have begun to question the rigidity of sex role expectations. Sex role stereotypes are often dysfunctional since they inhibit the self-actualizing potential of all women and men.

OBJECTIVES

1. To increase participants' awareness of role stereotyping as part of the socialization process.

2. To expand participants' awareness of the effects of stereotyping on the attitudes and behavior of oneself and others.

3. To make participants aware of the traditional concepts of masculinity and femininity associated with sex role stereotyping.

4. To increase participants' ability to identify the self-limiting effects that sex stereotyping has on students as well as adults.

5. To encourage parents, educators and community members to take an active part in eliminating sexist practices in school and community.

MATERIALS

3" X 5" Index Cards/Name Cards
Pencils
Vignette List
Transparencies
Overhead Projector
Examples of Stereotyped Print Advertising
Handouts
- #1 Role-Play Situation Sheet I
- #2 How Stereotypes Operate in the Decision-Making Process
- #3 Role-Play Situation Sheet II
- #4 Women in the Work Force Quiz
- #5 Problems for Small Group Analysis

TIME

1 Hour and 20 Minutes

WORKSHOP ACTIVITIES

A. WARM-UP EXERCISE (10 minutes)

The following getting acquainted exercise works best when participants are divided into small groups of no more than four people in each group. This exercise is intended as an "ice-breaker". If the trainer is more comfortable with a different getting acquainted exercise s/he may substitute it here.

INSTRUCTIONS

1. *Divide participants into small groups of no more than 4 persons each.*

2. *Distribute 3" x 5" Index Cards to each participant.*

3. *Instruct the participants to record the following information about themselves:*

"In the upper left corner of your Name Card, please record two adjectives that describe yourself." *Pause while participants record information.*

"In the upper right corner, please record the career you would like to pursue if you could initiate another career at the present time." *Pause.*

"At the bottom right, record something you'd like the group to know about yourself which is not evident, and would not come out in the group experience." *Pause.*

"At the bottom left, record one thing that you would like to get out of this inservice program." *Pause to allow participants to finish writing.*

4. *Instruct participants to introduce themselves to one another* in the small group by elaborating on the information recorded on their Name Cards. If the participants know each other, have them concentrate on their alternative career desires and the non-evident information they recorded. *Allow remainder of allotted ten minutes for completion of this task.*

B. INTRODUCTION TO INSERVICE TRAINING MODULE (15 minutes)

INSTRUCTIONS

1. *Welcome the group, introduce yourself and other members of training team, if applicable.*

2. *Introduce the module* with the following material. *Follow the script closely, using it as a reference for general remarks on the purpose of and need for the module.*

DO NOT READ VERBATIM.
PARAPHRASE

MODULE OVERVIEW

This module will indicate how sex role stereotyping is coded into our behavior, how it is perpetuated in our language and attitudes, and how its effects are transmitted through the educational system into the economic sector and indeed into all aspects of adult life.

Sex role stereotyping is defined as "the predetermination of peoples' choices in life on the basis of sex, without regard to individual differences or preferences."

The module consists of two work units: The first, Gaining a Perspective on Sex Role Stereotyping, will use a variety of techniques to illustrate sex role stereotyping in an attempt to sensitize participants to the extent and insidiousness of sex stereotyping in our social attitudes and practices. Following the dramatic or role-play situations, lecturettes will provide information relevant to the issue just dramatized. These will be followed by transparencies presenting specific data. The second unit, Individual Perspective on the Issues, will provide participants with an opportunity to examine their attitudes for evidence of and experience with sex role stereotyping.

NEED FOR MODULE

This module will illustrate how sex role stereotyping is coded into our behavior, how it is perpetuated in our language and attitudes, and how these effects are transmitted in education and in employment and economic data that record the differences in the male and female experience.

Studies of the sources of sex role stereotyping document significant differences between male and female self-concepts. That is, females tend to hold themselves in low esteem while holding positive attitudes toward males and

toward male academic and career choices--while males hold females and female options in less esteem and tend to reveal strong self-interest in their own professional and vocational goals.

Girls frequently see themselves and female adults as being less intelligent; and perceive that it is more desirable to be a male than to be a female. Boys hold this opinion even more strongly. Grade school girls are less convinced than boys that it is great to be born a member of their own sex. Girls are more susceptible to feelings of failure. Neither boys nor girls believe that girls can be successful in traditional male roles. Boys also suffer negative influences of sex role stereotyping in school. To shy away from games requiring rough physical contact, to exhibit fear in amounts greater than that revealed by peers of the same sex, or to enjoy dancing too much are a few examples of sex role expectation risks for the young male. Labels or chastisements for such behavior are possible from peers, parents, and teachers.

In later years, male deviations from stereotypic role expectations involve even greater risks. Role definitions are more sharply defined, and deviations from those definitions often become symbolic cues that encourage isolation from or ridicule by one's peers.

Significant academic performance differences between males and females begin to develop in early adolescence. The Presidential Commission on the Status of Women has documented that, of the top ten percent of high school seniors, twice as many males as females have college plans. The decline in girls' academic achievement starts at the junior high school level. This decline indicates that girls may not see a need for academic achievement as they consider their adult female sex roles. Career plans further illustrate evidence of sex role stereotyping. Girls are more inclined to see their options as being limited; however, both boys and girls are little inclined to reverse sex roles in traditionally sex-tied jobs. Girls generally identify themselves in terms of marriage and, if careers are considered, they are often ancillary to the housewife-mother role and limited to

choices of nurse, teacher or secretary.

If young children bear such sex stereotyped messages and begin to make life decisions based on those messages by adolescence, then the family, schools and community must bear primary responsiblity as elements in the socializing environment that limits individual potential and growth. Change is possible.

MODULE AS A CHANGE MECHANISM

This module is presented as a tool of change. How can change be effected? Do you change attitudes in order to alter behavior, or change behavior to create new attitudes? Setting up a dichotomy between attitudes and behavior is not necessary. Change can be seen as cyclical: altered attitudes can influence behavior and, as people work in groups with others to effect change, their behavior will further alter their attitudes.

Change can begin by altering the awareness of workshop participants--parents, teachers, employers, community representatives--in regard to the effects of sex stereotyping on their own attitudes and behaviors. The possibility of change is greatly enhanced when our awareness is focused on how our self-images and relationships with others are influenced and often regulated by social institutions.

Men are not alone in needing to increase their awareness of the intrusion of societal norms and pressures upon individual personal development. Women also have been socialized into believing that traditional norms are to be unquestioned. Women who have experienced sex discrimination may be aware of the problem, but often lack full realization of the cause and consequences of this discrimination. The first work unit of the module will attempt to dramatize the existence and effects of sex role stereotyping so that participants will begin to question those norms, practices and beliefs that are sex stereotyped.

C. ROLE-STEREOTYPING: SOURCES AND IMPLICATIONS (15 minutes)

INSTRUCTIONS

1. *The Role-Stereotype Vignette Script is read to the participants by four people, who alternate reading lines in rapid-fire order.* If trainer is working alone, pick three volunteers to assist in reading the vignette. The reading will be more effective if readers are placed in different locations around the room. *Do not place all four readers in one location.*

The vignette appears below and is included in the Handout section at the end of the unit, so that you can make three copies of the vignette script to give to the volunteer readers.

Role-Sterotype Vignette Script

Person #1: All elected officials are corrupt.

Person #2: Parents are square.

Person #3: Chicanos are lazy.

Person #4: Orientals are shifty.

Person #1: Poles are stupid.

Person #2: Women are irrational.

Person #3: American Indians are drunks.

Person #4: Jews are money orientated and tight.

Person #1: Southern whites are bigots.

Person #2: Males are insensitive and aggressive.

Person #3: Teenagers are self-centered.

Person #4: Most Italians have some connection with the mafia.

Person #1: Blacks are congenital liars.

Person #2: Migrant workers live like animals.

Person #3: Teenage parents are irresponsible and promiscuous.

Person #4: Welfare mothers have more kids to get more money.

Person #1: Blondes have more fun

Person #2: Old people are childlike.

Person #3: "Big" dumb Swedes can't learn.

Person #4: Irish are drunks.

Person #1: Roman Catholics have big families.

Person #2: Feminists are sexually frustrated.

Person #3: Policemen are mean.

Person #4: All Germans are Nazis.

2. *Discuss role-stereotyping using the following narrative as reference.* The narrative should not be read. It is more effective if presented less formally, with additional material and information contributed by the trainer when appropriate.

DO NOT READ VERBATIM.
PARAPHRASE

ROLE-STEREOTYPING is the act of applying particular traits to an individual based solely on that person's membership in a stereotyped group. Stereotypes are preconceived expectations of behaviors or performances based on an individual's ethnic background or other non-voluntary conditions--such as sex--without reference to individual personal attributes and potential.

Widely-accepted stereotypes reflect a general uniformity and agreement on the traits assigned by the dominant culture to the stereotyped group. From an early age, we learn to separate people upon the basis of group characteristics. When we adopt these images, our perceptions and understanding of individuals are blocked.

The dominant group in society sets the standards for what is acceptable in appearance, values and behavior. It establishes the norms for its own members as well as those by which group behavior is compared. Variations from these standards are regarded as deviant, and are the basis upon which stereotypes are constructed.

Thus, we see that it is the primary institutions in society that nurture, reflect and perpetuate stereotypes. Over and over again, children are exposed to negative attitudes about members of minority groups through information sources they regard as trustworthy, such as the family, peers, school, church and media.

STEREOTYPING BY SEX is probably the single most pervasive form of stereotyping perpetuated in society. Stereotyping involving discrimination against a group or class has been applied on every basis conceivable: ethnic and racial identity, language, religion, and occupation. However, role-assignment on the basis of sex has a longer continuous history than any other form of stereotyping, for the simple reason that "women form a class within every class," to quote Gayle Rubin. Individual divergence from sex stereotyped behavioral norms has always existed, bringing into question the validity of role definition on the basis of sex.

What has not been appreciated until very recently is the extent to which stereotypes limit the dominant class as severely as those to whom they are applied. No one is immune to the pervasive and subtle pressures exerted by sex role socialization: sex role definition subjects people to narrow, preconceived forms of behavior, academic achievement and employment, regardless of personal capacity, motivation and professional or vocational aspirations. In all institutions and relationships that reflect social values, the messages are similar: the male is presented as the achiever; the female plays a service role. As male and female adolescents prepare for adult life, neither are convincingly provided the option to be and do what they want to be and do.

Forced compliance with sex-typed, societal norms creates problems for those individuals for whom it means a struggle against their nature--stifling their innate talents and interests in order to conform to an established role.

Research on the stresses in contemporary life is producing increasing evidence that men and women are paying a high personal price for adhering to limiting sex roles:

Five years ago, Albert Rosenfeld catalogued the life shortening psychological and physical stress men undergo in their drive to achieve, to acquire prestige, money, and prove manhood. "Are men an endangered species?"

Safilios-Rothschild in Women and Social Policy cites depression and other forms of psychological distress suffered by housewives and middle-aged women associated with conformity to stereotyped sex roles and sex-appropriate behavior.

Finally, sex stereotyping imposes extra-ordinary hardship on women who must also deal with ethnic, age or economic As "a class within every class," women affiliated with minorities are doubly victimized: i.e., women who are black, hispanic, aged, or on welfare.

The Transparencies

The trainer may lead the group through the presentation by reading the lead sentence(s) of each transparency. While it is best not to read the whole transparency aloud, the trainer may want to stress important aspects of various ones. Provide adequate time for participants to read each transparency.

3. *Show the four transparencies on an overhead projector. The slides are numbered for your convenience.* Trainer should introduce each transparency with a brief remark, relating them to the general topic of role stereotyping.

Slide #1: The Chinese Brothers
Slide #2: Data: Black American
Slide #3: Data: Native American
Slide #4: Data: Hispanics

D. ANALYSIS OF PRINT ADVERTISING (20 minutes)

INSTRUCTIONS

1. *Divide participants into small groups of 5-7 each, around tables if possible.*

2. *Provide each group with two advertisement pictures depicting an active stereotype.*

3. *Give participants the following discussion directions:*

a. To define the stereotype depicted.
b. To determine what subtleties exist in the manner in which it is presented.
c. To indicate what other experience with or evidence for this stereotype has been encountered.

4. *Have each small group choose a recorder,* to be responsible for listing individual examples associated with the subject stereotype.

5. *Have each reporter summarize their small group findings to the large group.*

E. SOCIETY CONSTRUCTS THE ADULT (20 minutes)

INSTRUCTIONS

1. *Distribute Handout #1:* Role-Play Situation Sheet I. *Participants should remain in small* groups.

2. *Instruct participants* to choose among their small groups two people to play the roles.

3. *Allow small groups five minutes to role-play the situation. Allow five minutes for the other participants to provide feedback to the role-players.* Encourage a focus on the specific arguments--for and against--used in reaching the final decision in each case.

4. *Conclude this activity with a wrap-up statement relating the role-play outcome to sex role stereotyping.*

5. *Trainer discusses socialization processes, using the following narrative as a reference.* The narrative should not be read. It is more effective if presented less formally, with additional information contributed by the trainer when appropriate.

DO NOT READ VERBATIM.
PARAPHRASE

TRADITIONAL SOCIALIZATION LEADS TO EDUCATIONAL DISPARITY AT ALL LEVELS OF LEARNING. The socializing process is subtle and effective--occurring on a continuum where the family is interlocked with other basic cultural institutions. The socializing process can be thought of as an environment where individuals take form and set their future course. In the

educational sector, societal norms are maintained and transmitted. It is not surprising that some of the early concrete evidence for institutionalized stereotyping--racism, sexism, for example--was obtained in studies of the educational process and materials.

Naomi Weisstein, a Loyola University psychology professor, wrote a long essay in 1969 titled, "Kinder, Küche, Kirche as Scientific Law: Psychology Constructs the Female." The point of her essay is that people are, in very important ways, what you expect them to be, and behave as you expect them to behave. In other words, people base their self-conceptions and their behavior on the expectations of others. Men have been socialized to measure their accomplishments and performance not against an immediate, private index, but against a profile of expectations held by male peers. Women have learned to be biased against themselves. Most women and men, even those who deny partiality for one sex or the other, esteem males more highly than females. Parents treat female children differently from the way they treat male children. Girls are more protected and controlled than boys. While boys are punished more than girls, they are also praised more.

In documenting the potential that teachers and others have for influencing personality traits, Robert Rosenthal conducted a classroom experiment to determine the extent of this influence. He tested a group of students and reported to their teachers that some of them "showed great promise." Those students so distinguished by the researchers were named on a random basis. When the experimental team re-tested the group later, those designated as being promising showed dramatic increments in their I.Q.'s, compared to the rest of the group. Psychologists refer to this influence as the Pygmalion effect.

NARROWING OUR FOCUS TO THE EDUCATIONAL SETTING: By the time children enter school, they have been exposed to a socialization process that has set gender roles firmly in mind and practice. By the time youngsters reach high school, their attitudes regarding gender-appropriate behavior have had years of

conditioning. Behaviors that involve sex stereotyping are exhibited at all grade levels, in all types of instructional materials. The list of school-related factors which reinforce and teach sex sterotyped behavior includes textbooks in every subject area, AV and guidance materials, school programs, athletics and extracurricular activities, and classroom relationships. Much has been written about the effects of the hidden curriculum on student learning. If anything, the hidden curriculum transmits the primary cultural message even more powerfully than more overt lessons taught through specific lesson plans and instructional procedures. The hidden curriculum consists of general school policies and practices which reinforce the values and norms of the larger society.

<u>OF ULTIMATE IMPORTANCE IN THE SOCIALIZATION PROCESS HAS BEEN THE PREPARATION OF MALES AND FEMALES FOR MARRIAGE</u>. Society has not only constructed a stereotyped male and a stereotyped female, but it has also tracked them into a highly structured family unit. New information on child abuse, battered wives, in-marriage violence would seem to document that all individuals do not have equal readiness or capacity for the demands of marriage and family life.

6. *Show transparencies to the participants.* Trainer should introduce each transparency with a brief remark, relating them to the general topic of socialization pressures.

Slide #5: A Woman's Life
Slide #6: A Man's Life
Slide #7: Changes in Family Composition
Slide #8: The Overt Curriculum
Slide #9: The Hidden Curriculum

7. *Distribute Handout #2:* How Stereotypes Operate in the Decison-Making Process. *Participants should remain in their small groups.*

8. *Instruct participants* to examine the two situations and choose one to process. Have small groups choose a recorder to take notes on the decisions and course of action taken by the group. The reporter will present a summary of the small group findings to the large group.

9. *Encourage discussion* with the following questions:

a. What did you learn about yourself?

b. Were your intellectual and emotional reactions different? In which cases? How did you feel when you recognized this divergence?

c. To which reaction or viewpoint does your behavior correspond?

F. SCHOOL/COMMUNITY INTERFACE: SOCIAL AND ECONOMIC ISSUES

(20 minutes)

INSTRUCTIONS

1. *Distribute Handout #3:* Role-Play Situation Sheet II. *Participants should remain in small groups.*

2. *Instruct participants to decide who in each group will play the two roles. Allow participants five minutes to role-play the situation.*

3. *Allow other participants five minutes to give feedback to the role-players. Encourage them* to focus on the specific arguments--for and against--used in reaching the final decision or resolution.

4. *Conclude this activity* with summary comments if time permits.

5. *Discuss social and economic issues of sex role stereotyping, using the following narrative as a reference.* The narrative should not be read. It is more effective if presented less formally, with additional information contributed by the trainer when appropriate.

DO NOT READ VERBATIM. PARAPHRASE

There is little question but the MAJOR ISSUES OF SEXUAL EQUALITY HAVE THEIR MOST IMMEDIATE AND CONTROVERSIAL IMPLICATION ON TWO SPECIFIC FRONTS IN SOCIETY: THE FAMILY AND THE WORLD OF WORK. It is not our task to do a chicken-or-egg analysis of this phenomenon. It is clear that the organization and patterns of

western society have been undergoing irreversible change during the last decade. In effect, the social priorities of the dominant classes are being rearranged by a number of discreet minorities and groups.

It is less a matter of the primary values of western society being compromised or lost--as extremists like to claim. Rather, those values--freedom for individual development and self-determination, the chance to make a contribution to society in terms of one's own capacities and convictions--are being claimed as privilege by persons irrespective of gender, racial or cultural identity. The management of social norms by some sectors to the exclusion of others is what is changing.

At the individual level, the family level, the community level, what does it mean that women are seeking equality of educational and employment opportunity?

The growing participation of women in the work force is a reality that cuts across all class and national lines in the highly industrialized nations of the west. It is not an isolated phenomenon, generated by aberrations of history or social accident.

It is evidence that change is in process. Let's examine some aspects of that change, and consider the implications for the family as the basic unit of society.

6. *Distribute Handout #4:* Women in the Work Force Quiz.

7. *Allow participants a few minutes to answer the 13 questions.*

8. *When all participants are done answering the quiz, read the correct answers to the quiz as follows:*

1. c 12.5
2. d 40%
3. d 54%
4. d 25 years
5. c 38%
6. b 14%
7. d 2/3
8. b 50%
9. a 8th grade

10. b 27%
11. c 54%
12. a 58%
13. d 90%

Encourage a brief discussion about the most startling answers.

9. *Show corresponding transparencies about women in the work force, emphasizing data that participants might find surprising, or contrary to popular belief.*

Slide #10: Women and Men Work for a Variety of Reasons. . .
Slide #11: Women, Like Men, are likely
Slide #12: The Labor Force-Participantion of Women. . .
Slide #13: The Primary Reason for the Discrepancy . .
Slide #14: The Gap Between Earnings. . .
Slide #15: Women Consistently Earn Less. . .
Slide #16: The Earnings of Minority Women. . .

10. *Distribute Handout #5:* Problems for Small Group Analysis.

11. *Allow participants 5 minutes to consider the questions in their small groups. The* two questions are:

What are the implications for family and society of the women's fuller participation in the world of work?

Does it imply destruction of the family unit as we know it, or the strengthening of the family?

12. *Have small group reporters summarize their group's findings to the entire workshop group.*

Role - Stereotype Vignette Script

Person #1: All elected officials are corrupt

Person #2: Parents are square

Person #3: Chicanos are lazy

Person #4: Orientals are shifty

Person #1: Poles are stupid

Person #2: Women are irrational

Person #3: American Indians are drunks

Person #4: Jews are money-orientated and tight

Person #1: Southern whites are bigots

Person #2: Males are insensitive and aggressive

Person #3: Teenagers are self-centered

Person #4: Most Italians have some connection with the Mafia

Person #1: Blacks are congenital liars

Person #2: Migrant workers live like animals

Person #3: Teenage parents are irresponsible and promiscuous

Person #4: Welfare mothers have more kids to get more money

Person #1: Blondes have more fun

Person #2: Old people are childlike

Person #3: "Big" dumb Swedes can't learn

Person #4: Irish are drunks

Person #1: Roman Catholics have big families

Person #2: Feminists are sexually frustrated

Person #3: Policemen are mean

Person #4: All Germans are Nazis

Role-Play Situation Sheet I

Situation 1:

Math department head who wants only boys in the class in computer science because his experience with girls has been that they have all dropped the course. A senior girl wants to take the computer science course preparatory to college math plans.

Situation 2:

Young social studies teacher discusses with his department head the decision he and his wife have made to move to a distant metropolitan area where she can practice law. The young teacher indicates that so far he has not been able to locate a job.

The department head reacts to this news very negatively.

Handout #2
Unit 1
Workshop Activity E

How Stereotypes Operate in the Decision-Making Process

Situation 1:

In a town of 8,000, you are a member of an Advisory Committee (your group) of the PTO that has been asked to advise the administration on a potentially controversial matter: hiring a young male nurse as school nurse at the high school level.

You have to make a decision and present your recommendations.

What are they?

How did you arrive at your recommendation? What factors were involved in the Committee's decision?

Situation 2:

Your group is a local school board. The new school year is just underway. A prominent school board member has died and must be replaced. There are four candidates for the position--all are well-known and veterans of school board campaigns.

Your task is to choose a replacement for the deceased member.

State clearly the reasons for your choice.

The candidates are:

Anne Kenner, 45, an attorney whose children are both in college and who has become active in politics and community affairs.

John Bradley, 45, head of a small insurance firm, father of a star football player in high school.

Bud Nelson, semi-retired local "booster" whose sons have taken over his business.

Marilyn Scott, 60, an outspoken critic of federal and state bureaucracy, an effective organizer and great believer in citizen input in local affairs.

Role-Play Situation Sheet II

Situation:

A student informs her teacher/counselor that she cannot attend an institute in Washington held for promising high school science students. In drawing her out, the counselor learns that the mother's low income, the student's own job on which she depends, as well as care for a younger brother are all factors in the girl's decision not to attend the Science Institute.

As a counselor, how would you deal with this young woman's situation and the denial of opportunity that is involved?

Women in the Work Force Quiz

1. The average level of education attained by males in the U.S. is 12.5 years. What is the average level of education attained by women?

   a. 10.4 years
   b. 11.4 years
   c. 12.5 years
   d. 13.4 years

2. What percentage of the total American work force is comprised of women:

   a. 15%
   b. 25%
   c. 35%
   d. 40%

3. What percentage of American women between the ages of 18 and 64 are currently in the labor force?

   a. 25%
   b. 33%
   c. 42%
   d. 54%

4. How many years can the average American married woman expect to spend in the work force?

   a. 5 years
   b. 10 years
   c. 15 years
   d. 25 years

5. Of all working women, what percentage have dependent children?

   a. 12%
   b. 24%
   c. 38%
   d. 58%

6. What percentage of working women have pre-school aged children?

   a. 3%
   b. 14%
   c. 25%
   d. 33%

7. What proportion of working women work out of economic necessity--i.e., they are either single, widowed, divorced, or separated or are married to men who earn less than $7,000 a year.

   a. 1/4
   b. 1/3
   c. 1/2
   d. 2/3

8. On the average how much of the support of children in divided families is borne by men?

   a. 33%
   b. 50%
   c. 75%
   d. 90%

9. The median income of a fully employed woman with a college degree is roughly equivalent to that of a fully employed man with what level of education?

a. eighth grade
b. high school graduate
c. some college-but no degree
d. college degree

10. What percentage of white families headed by women are below poverty level?

a. 10%
b. 27%
c. 39%
d. 54%

11. What percentage of black families headed by women are living in poverty?

a. 10%
b. 39%
c. 54%
d. 78%

12. The median income of fully employed women is what percentage of the median income of fully employed men?

a. 58%
b. 74%
c. 88%
d. 96%

13. What percentage of American women work full time sometime during their lives?

a. 33%
b. 50%
c. 75%
d. 90%

Handout #5
Unit 1
Workshop Activity F

Problems For Small Group Analysis

1. What are the implications for family and society of the woman's fuller participation in the world of work?

2. Does it imply destruction of the family unit as we know it, or the strengthening of the family?

Consider the possibilities in your small group and develop a summary of individual attitudes for presentation to full workshop group.

From the cover of a Special Issue of the "Interracial Books for Children Bulletin," published by the Council on Interracial Books for Children, 1841 Broadway, New York, N.Y. 10023. This article, which is available on request, provides a detailed analysis of racial stereotyping, with the stereotyping of Asian Americans as a specific point of reference.

Used by permission of the Council on Interracial Books for Children.

The Five Chinese Stereotypes And How They Grew

BLACK AMERICANS

1974 -- IN 11 SOUTHERN STATES, 325 OUT OF 17,500 SCHOOL BOARD MEMBERS WERE BLACK.

IN NEW YORK CITY, RATIO OF BLACK PRINCIPALS TO BLACK STUDENTS WAS 1:2,992.

THE RATIO OF WHITE PRINCIPALS TO WHITE STUDENTS WAS 1:509.

RATIO OF BLACK TEACHERS TO BLACK STUDENTS -- 1:84

RATIO OF WHITE TEACHERS TO WHITE STUDENTS -- 1:8

BLACK MEN WITH COLLEGE DIPLOMAS EARN LESS THAN WHITE MEN WITH HIGH SCHOOL DIPLOMAS.

1974 -- THE UNEMPLOYMENT RATE OF BLACK AND OTHER MINORITY WORKERS IS DOUBLE THAT OF WHITES.

ONE-FOURTH OF ALL BLACK TEENAGERS SEEKING WORK SINCE 1957 HAVE BEEN UNSUCCESSFUL. THE MEDIAN INCOME OF TEENAGERS WHO DID FIND JOBS HAS BEEN $600.

1970 -- PUBLIC FUNDS HAVE CONSTRUCTED ONLY 800,000 HOUSING UNITS FOR LOW-INCOME FAMILIES IN 31 YEARS; TAX MONIES HAVE FINANCED 10,000,000 UNITS FOR MIDDLE AND UPPER INCOME FAMILIES.

1973 -- POVERTY LEVEL WAS $4,540 FOR A FAMILY OF FOUR: 31% OF BLACKS LIVED BELOW THIS LEVEL; 50% OF BLACK AGED LIVE BELOW POVERTY LEVEL.

Source: U.S. Department of Labor; Bureau of the Census--Published in Fact Sheets on Institutional Racism, by Foundation for Change.

NATIVE AMERICANS

IN 1972-73, OUT OF 199 BUREAU OF INDIAN AFFAIRS SCHOOLS, ONLY 13 WERE OPERATED BY THE INDIAN COMMUNITES THEY SERVED.

DROPOUT RATES FOR INDIAN STUDENTS ARE TWICE THE NATIONAL AVERAGE.

18% OF THE STUDENTS IN FEDERAL INDIAN SCHOOLS GO TO COLLEGE; ONLY 3% GRADUATE.

TWICE AS MANY INDIAN INFANTS DIE DURING THE FIRST YEAR AS DO OTHER AMERICAN INFANTS.

ALCOHOLISM CAUSES 6¼ TIMES MORE DEATHS AMONG INDIANS THAN IN THE GENERAL POPULATION. THEY DIE OF TB AT THREE TIMES THE RATE FOR ALL OTHER RACES.

THE TEENAGE MALE AMERICAN INDIAN HAS THE HIGHEST SUICIDE RATE OF ANY HUMAN SPECIES. PRIOR TO THE ARRIVAL OF THE WHITE MAN, THERE WAS A ZERO SUICIDE RATE AMONG INDIANS.

IN 1970, OF EMPLOYED AMERICAN INDIAN MALES, 70% WERE BLUE COLLAR WORKERS, OR SERVICE WORKERS, 9% WERE WHITE COLLAR WORKERS.

Source: U.S. Department of Labor; Bureau of the Census -- Published in Fact Sheets on Institutional Racism, by Foundation for Change.

HISPANICS

NATIONALLY -- 1974 -- ONLY 27% OF HISPANICS WHO ENTER HIGH SCHOOL AS FRESHMEN MANAGE TO GRADUATE.

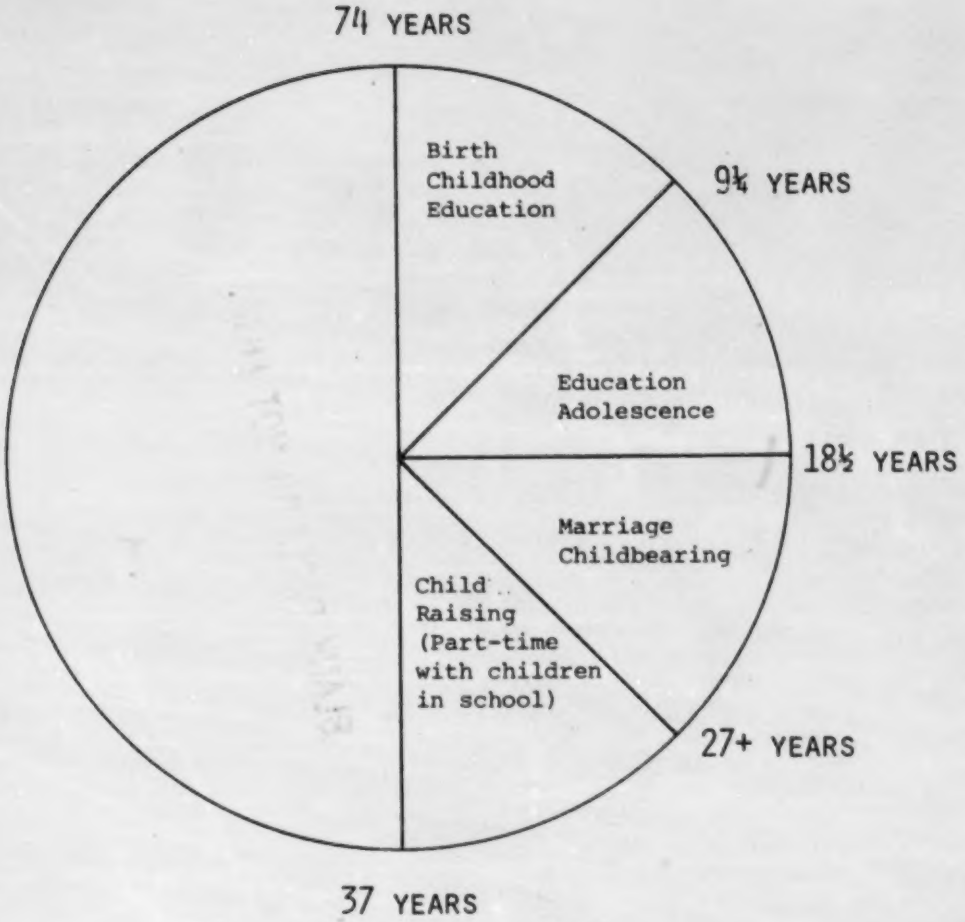
IN THE SOUTHWEST, WHERE 17% OF THE POPULATION IS MEXICAN-AMERICAN:

- 91% OF ELEMENTARY SCHOOLS AND 98.5% OF SECONDARY SCHOOLS DO NOT USE SPANISH IN CONDUCTING PTO MEETINGS:
- NEARLY HALF OF MEXICAN AMERICAN FIRST GRADERS DO NOT SPEAK ENGLISH AS WELL AS AVERAGE FIRST GRADERS, YET EDUCATORS FORBID USE OF CHILD'S NATIVE LANGUAGE FOR INSTRUCTION.
- THE STUDENT TO FACULTY RATIO FOR WHITES IS 20:1; FOR MEXICAN AMERICANS, THE RATIO IS 100:1.
- THE DROP OUT RATE FOR MEXICAN AMERICANS IS 40%, COMPARED TO 10% FOR WHITES.

IN 5 SOUTHWESTERN STATES, MEXICAN AMERICANS CONSTITUTE:

- 17% OF ALL PUPILS
- 3% OF ALL PRINCIPALS
- 4% OF ALL TEACHERS
- 28% OF ALL CUSTODIANS
- 5.6% OF ALL STUDENTS ENTERING COLLEGE

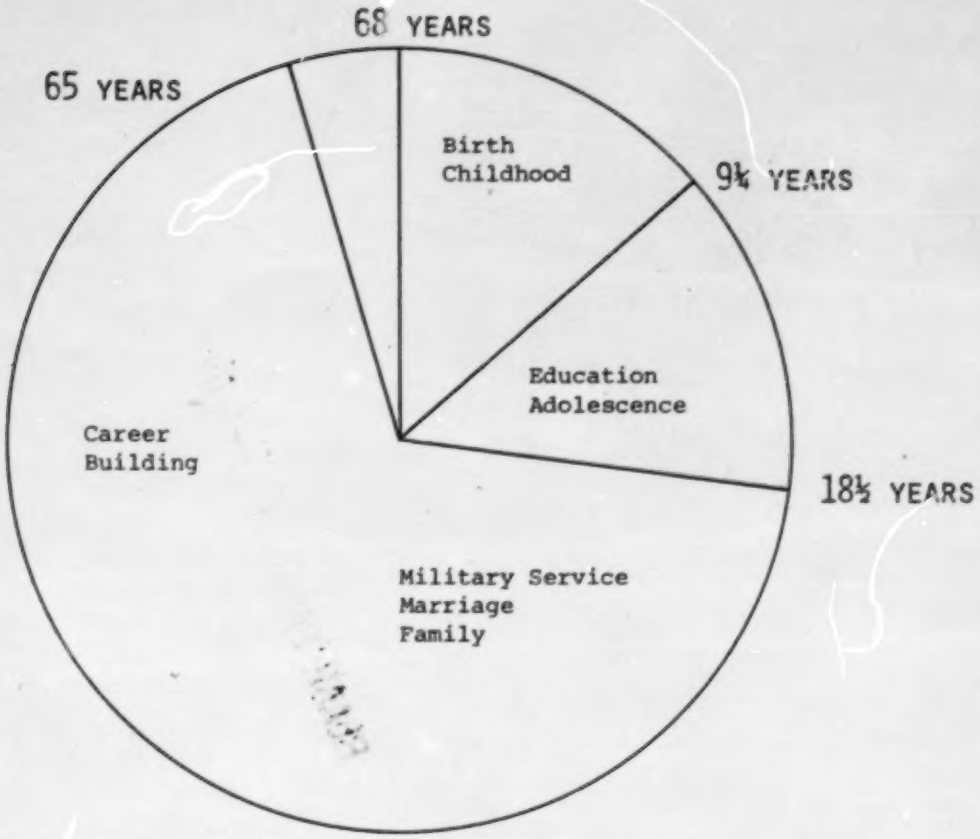
A WOMAN'S LIFE



Source: California Commission on the Status of Women.

Slide 6

A MAN'S LIFE



Source: Freedom for Individual Development Staff, Women's Educational Equity Act Program. DPI.

CHANGES IN FAMILY COMPOSITION AND ROLE DEFINITIONS WITHIN FAMILIES ADD TO THE NECESSITY FOR WOMEN TO MAKE A "LIVING WAGE".

-- FAMILIES HEADED BY WOMEN* HAVE INCREASED 100% SINCE 1940, WHILE ALL FAMILIES HAVE INCREASED BY 70%. FAMILIES HEADED BY WOMEN CONSTITUTE 13% OF ALL FAMILIES.

-- THE FAMILY MODEL OF THE HUSBAND AS THE BREADWINNER, WITH THE WIFE AS A FULL-TIME HOMEMAKER, EXISTS FOR ONLY 34% OF ALL HUSBAND-WIFE FAMILIES.

* The U.S. Department of Census defines a family as headed by a woman when there is no man present.

Source: Special Labor Reports 189 and 190, U.S. Department of Labor, Bureau of Labor Statistics.

THE OVERT CURRICULUM

IN A SURVEY OF 2ND TO 6TH GRADE TEXTS CURRENTLY BEING USED IN CALIFORNIA, 75% OF THE STORIES FEATURED MAIN CHARACTERS THAT ARE MALE: LESS THAN 20% OF THE STORY SPACE IS DEVOTED TO FEMALES. MANY STORIES INCLUDE NO FEMALES; FEMALE-CENTERED STORIES INCLUDE MALES WITH WHOM FEMALES MUST INTERACT TO BE EFFECTIVE.

GIRL'S STORIES ARE FAR SHORTER AND ARE RESTRICTED TO DOMESTIC SETTINGS. GIRLS RARELY LEAVE CONFINES OF FAMILY AND RARELY RECEIVE RECOGNITION OF THEIR ACHIEVEMENTS. ADVENTURES OF THE BOYS OFTEN STRETCH THE LIMITS OF PROBABILITY.

IN PHOTOGRAPHS OF CROWDS, THERE IS USUALLY AN EVEN DISTRIBUTION OF WOMEN AND MEN: IN DRAWINGS OF CROWDS IN TEXTS, THERE ARE RARELY MORE THAN 2 OR 3 IDENTIFIABLE FEMALES. IN CROWD SCENES, FEMALES ARE SELDOM NAMED.

IN TEXTBOOK STORIES, THE FATHER SOLVES THE FAMILY'S PROBLEMS; HE IS THE BUILDER, THE CONTROLLER, THE CREATOR, THE EXECUTOR OF IDEAS.
MOST ELEMENTARY TEACHERS ARE FEMALE, BUT PRIMARY TEXTS BEAR THE MESSAGE THAT IT IS MEN WHO WORK WITH IDEAS, WHO SEEK, GAIN, AND DISPENSE KNOWLEDGE.

IN THIRTY TEXTBOOKS STUDIED, ONE FEMALE CHARACTER, AN ATHLETE, WAS SHOWN POSSESSING AMBITION FOR HERSELF. MADAME CURIE WAS SHOWN IN SUCH A MANNER THAT SHE APPEARED TO BE AN ASSISTANT TO HER HUSBAND.

This data is from a paper The Image of Woman in Textbooks, by Marjorie B. U'Ren, published in Woman in Sexist Society, Gornick and Moran, editors.

THE HIDDEN CURRICULUM

IN ELEMENTARY GRADES, BOYS RECEIVE MORE DISAPPROVAL CONTACTS WITH TEACHERS THAN GIRLS; THEY ALSO RECEIVE MORE PRAISE.

BOYS HAD MORE PROHIBITORY, MANAGERIAL AND INSTRUCTIONAL CONTACT WITH TEACHERS THAN GIRLS.

TEACHERS INTERACT MORE WITH BOYS IN TERMS OF: APPROVAL, DISAPPROVAL, INSTRUCTION, AND LISTENING.

ACHIEVING BOYS RECEIVE SIGNIFICANTLY MORE PRAISE AND SUPPORT THAN NORMAL BOYS, WHILE UNDERACHIEVERS RECEIVE MORE PUNISHMENT FROM THE TEACHER. GIRLS FALL IN BETWEEN THE EXTREME RANGES OF PRAISE AND PUNISHMENT GIVEN BOYS.

TEACHERS REVEAL DIFFERENT PREFERENCES FOR BRIGHT BOYS AND THOSE OF AVERAGE ABILITY; EMPHASIZING SELF-SUFFICIENCY FOR THE FORMER AND GOOD WORK HABITS FOR THE LATTER. THEY DID NOT DISTINGUISH BRIGHT FROM AVERAGE ABILITY GIRLS.

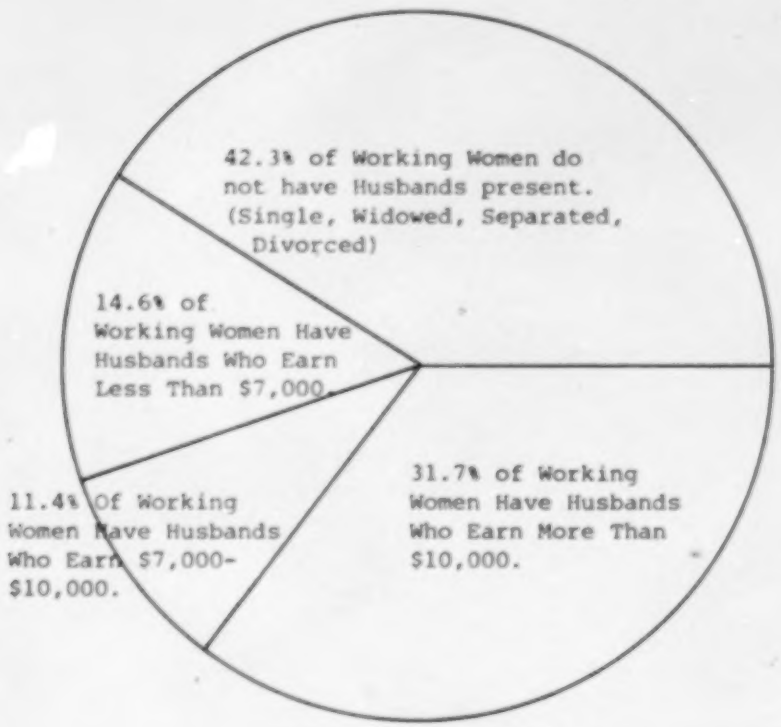
AT JUNIOR HIGH LEVEL, RESEARCHERS FIND BOYS MUCH MORE ACTIVE AND INTERACTING MORE FREQUENTLY WITH TEACHERS. TEACHERS ASK BOYS PROCESS QUESTIONS; GIRLS, PRODUCT AND CHOICE QUESTIONS.

IN A STUDY WHICH DEALT WITH TEACHERS' REWARD FOR CREATIVE BEHAVIOR-BY LISTENING, HELPING, OR ENCOURAGING CONTINUATION-OUT OF 172 INCIDENTS, THE RATIO OF 26% GIRLS TO 74% BOYS SUGGESTS THAT TEACHERS REWARD BOYS FOR CREATIVITY WHILE COMMUNICATING CONFORMITY TO THE GIRLS.

From a paper by Marcia Guttentag and Helen Bray, "Teachers as Mediators of Sex-Role Standards," included in Beyond Sex Roles by Alice G. Sargent.

WOMEN AND MEN WORK FOR A VARIETY OF REASONS . . . SELF-FULFILLMENT, CAREER DEVELOPMENT, BUT MOSTLY OUT OF ECONOMIC NECESSITY. THIS CHART REFUTES THE COMMONLY HELD MYTH THAT MOST WOMEN WORK FOR "PIN MONEY".

INCOME OF HUSBANDS OF WORKING WOMEN


42.3% of Working Women do not have Husbands present. (Single, Widowed, Separated, Divorced)
14.6% of Working Women Have Husbands Who Earn Less Than $7,000.
11.4% Of Working Women Have Husbands Who Earn $7,000-$10,000.
31.7% of Working Women Have Husbands Who Earn More Than $10,000.

ALL WORKING WOMEN

68.3% OF WORKING WOMEN EITHER SUPPORT THEMSELVES, THEIR CHILDREN, OR CONTRIBUTE IN AN ESSENTIAL WAY TO THEIR FAMILY INCOME.

Source: U.S. Department of Labor, Bureau of Labor Statistics.

WOMEN, LIKE MEN, ARE LIKELY TO SPEND A SUBSTANTIAL PROPORTION OF THEIR LIVES IN THE PAID LABOR FORCE.

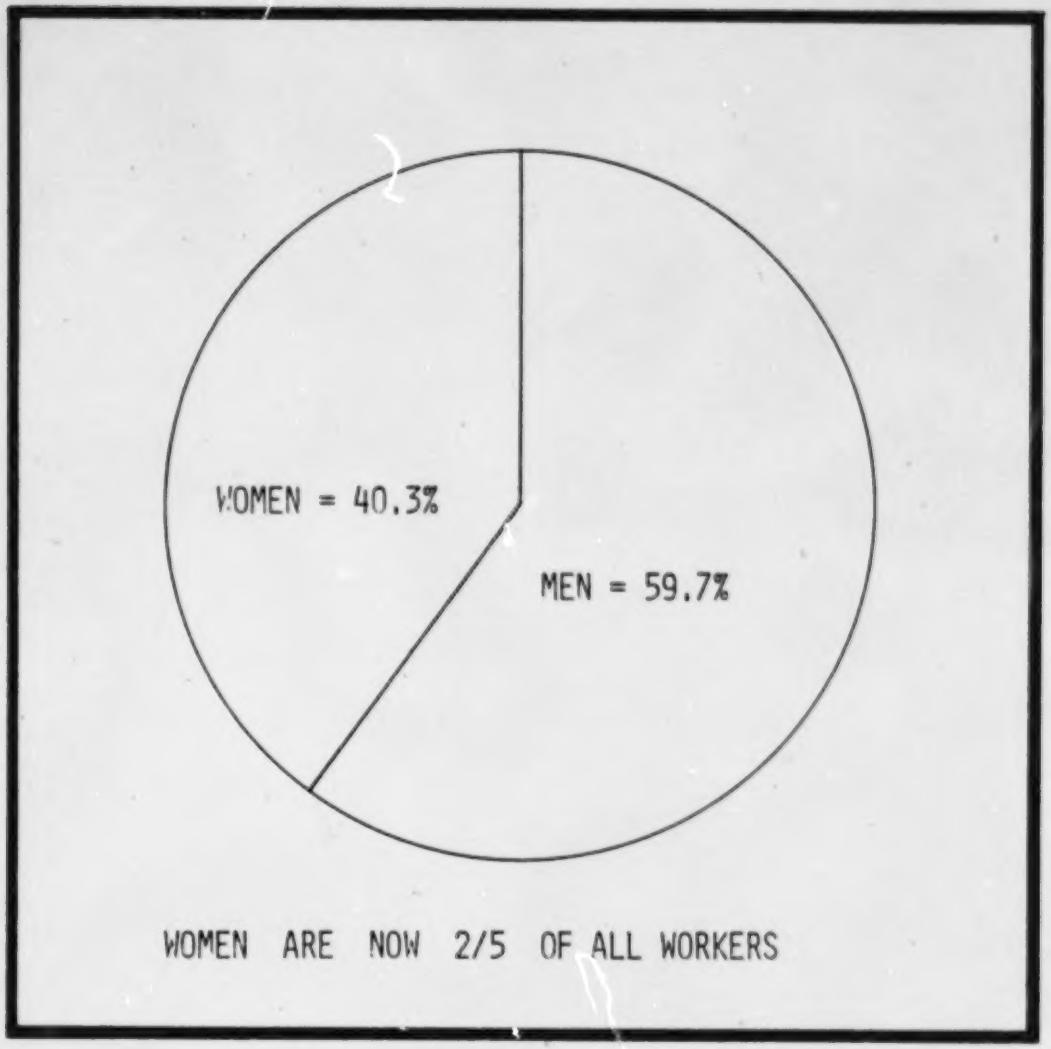
-- THE "TYPICAL" 25 YEAR OLD WOMAN OF TODAY WILL WORK FOR 34 YEARS AND MARRY AND HAVE 2 CHILDREN.

-- WOMEN WHO ARE SINGLE, DIVORCED, SEPARATED OR WIDOWED WILL WORK 41 YEARS.

-- THE WORK LIFE EXPECTANCY FOR MEN IS 41 YEARS.

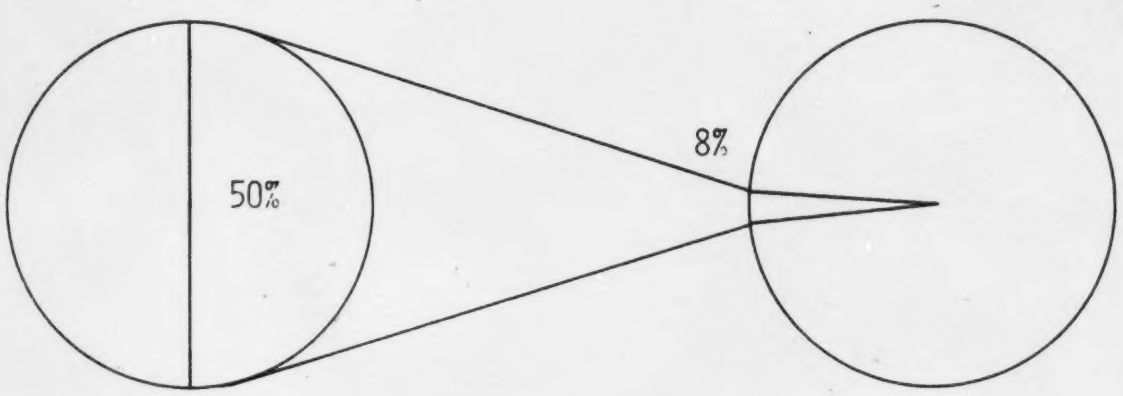
Source: Special Labor Force Report 187, U.S. Department of Labor, Bureau of Labor Statistics.

THE LABOR FORCE PARTICIPATION OF WOMEN HAS MORE THAN DOUBLED SINCE 1950.



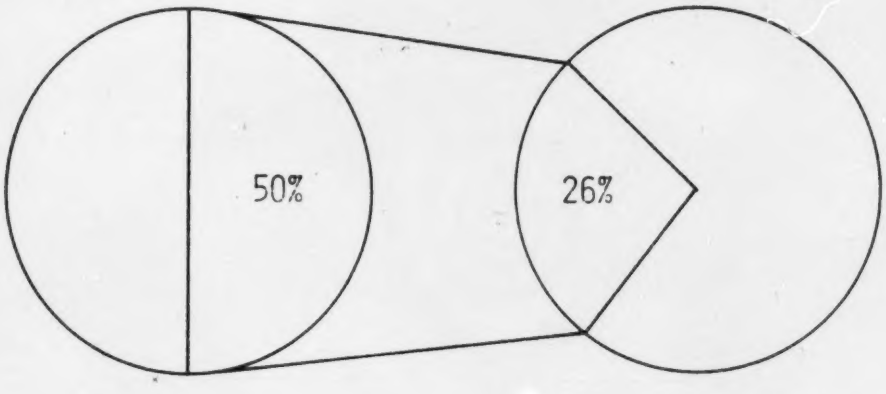
SOURCE: U.S. Department of Labor, Bureau of Labor Statistics.

THE PRIMARY REASON FOR THE DISCREPANCY BETWEEN THE WAGES OF WOMEN AND MEN IS THAT MOST WOMEN ARE CONCENTRATED IN A SMALL NUMBER OF OCCUPATIONS. TRADITIONAL WOMEN'S JOBS ARE IN THE LOWER PAYING OCCUPATIONS, OR LOWER STATUS POSITIONS WITHIN THE HIGHER PAID OCCUPATIONAL GROUPS.



WOMEN MAJOR OCCUPATIONS

1/2 OF ALL WOMEN ARE CONCENTRATED IN 8% OF THE MAJOR OCCUPATIONS.



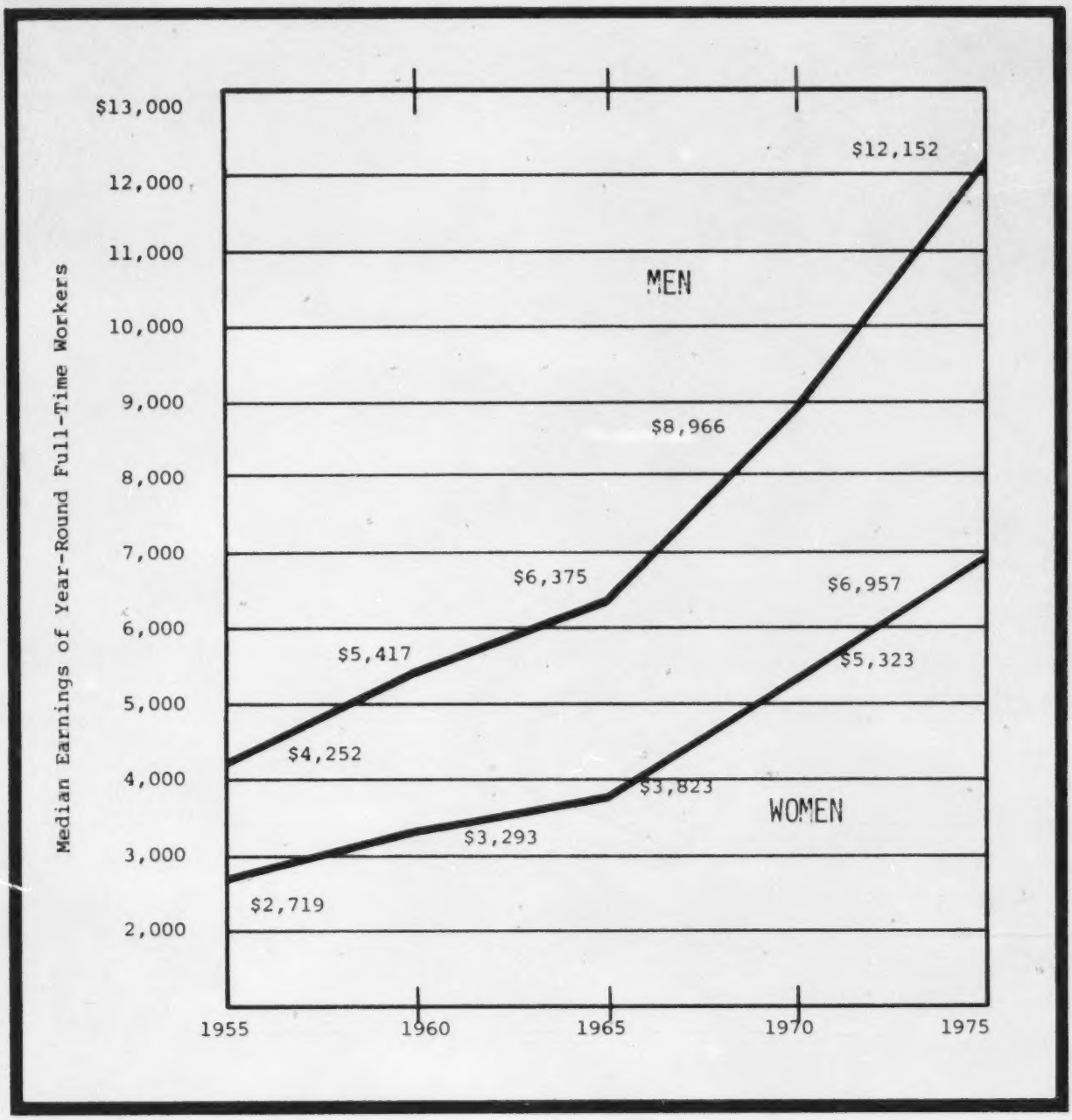
MEN MAJOR OCCUPATIONS

1/2 OF ALL MEN ARE SPREAD THROUGHOUT 26% OF THE MAJOR OCCUPATIONS.

Source: U.S. Department of Commerce, Bureau of the Census.

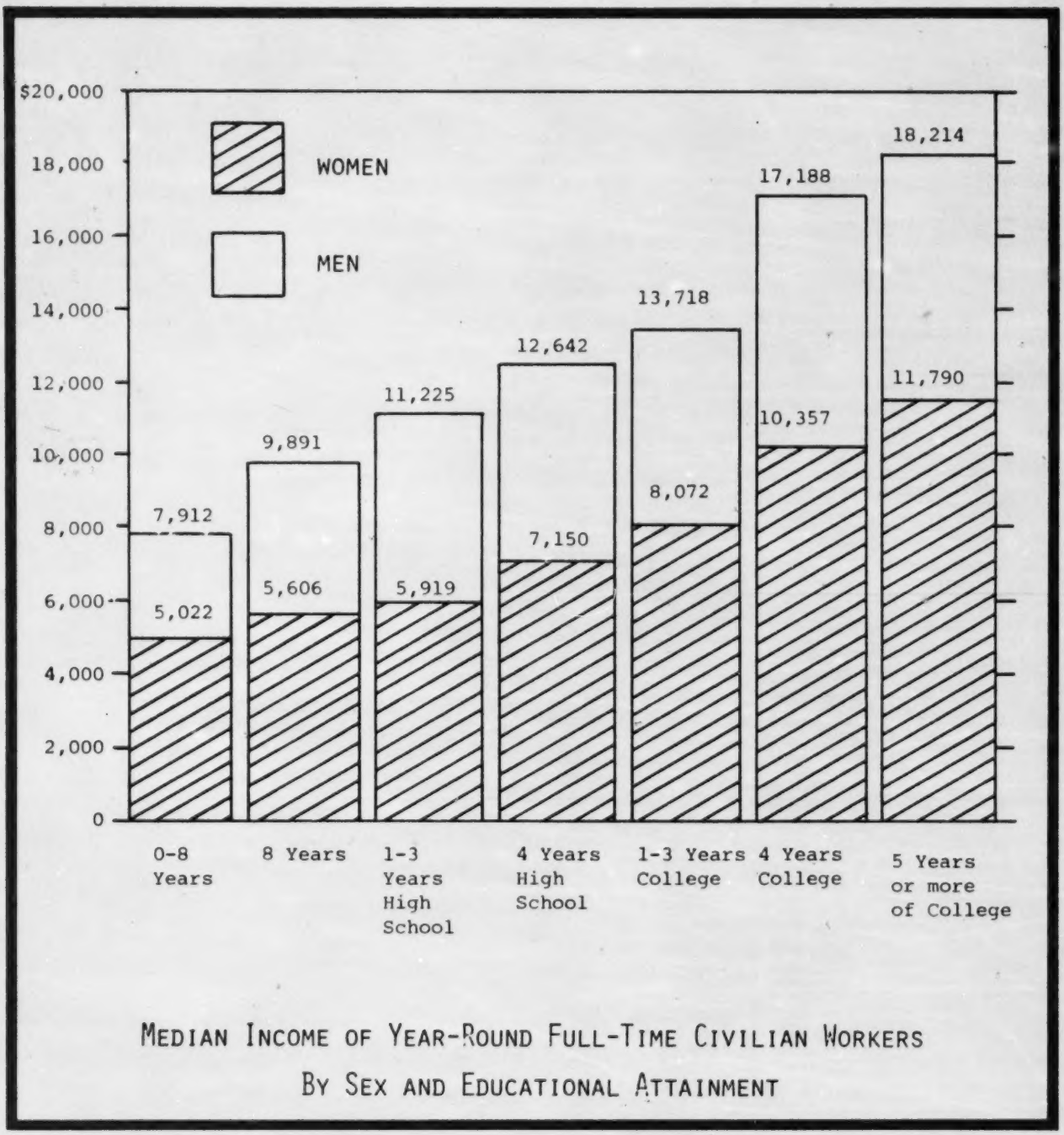
Slide 14

THE GAP BETWEEN EARNINGS OF WOMEN AND MEN HAS NEARLY DOUBLED SINCE 1955. WOMEN WHO WORKED YEAR-ROUND, AT FULL-TIME JOBS EARNED ONLY 57 CENTS FOR EVERY DOLLAR EARNED BY MEN.



Source: U.S. Department of Commerce, Bureau of the Census.

WOMEN CONSISTENTLY EARN LESS THAN MEN AT EACH EDUCATIONAL LEVEL.



MEDIAN INCOME OF YEAR-ROUND FULL-TIME CIVILIAN WORKERS BY SEX AND EDUCATIONAL ATTAINMENT

Source: U.S. Department of Labor, Women's Bureau

THE EARNINGS OF MINORITY* WOMEN ARE ALSO SUBSTANTIALLY LESS THAN MEN--EITHER MINORITY MEN OR WHITE MEN. IN ADDITION, FULLY EMPLOYED MINORITY WOMEN EARN LESS THAN WHITE WOMEN.

MINORITY FEMALE WORKERS EARN . . . .

88% OF THE WAGES OF WHITE FEMALE WORKERS

69% OF THE WAGES OF MINORITY MALE WORKERS

50% OF THE WAGES OF WHITE MALE WORKERS

* According to the Bureau of the Census, data for minority races refers to all races other than white. Spanish-origin persons are generally included in the white population--about 93% of the Spanish-origin population is considered white.

Source: U.S. Department of Labor, Bureau of Labor Statistics and U.S. Department of Commerce, Bureau of the Census.

Unit 2
Individual Perspective on the Issues

SUMMARY

This unit consists of two parts.

The purpose of the first part is to involve participants in an examination of their own attitudes toward men and women and boys and girls.

Method:

1. Trainer distributes Sentence Completion Exercise and directs participants to respond on the basis of their personal experience.
2. Trainer uses this exercise as transition point for shifting the issues of sex role stereotyping from a societal context to the participants' own behaviors and attitudes.

The purpose of the second part is to focus the thinking of participants on creating a concept of adults who are not gender-typed.

Method:

1. Trainer distributes materials to groups.
2. Trainer facilitates participants' exploration of idea of adult maturity that does not have to be based on gender-typed.

UNIT 2

INDIVIDUAL PERSPECTIVE ON THE ISSUES

RATIONALE

The emphasis in the first unit of this inservice module was on assessing the reality of role sterotying as a part of our heritage in an effort to give participants perspective on the importance of future change. Parents and educators have an essential interest in preparing youth for optimum fulfillment of their potential. The schools are the first social institution encountered by the child as s/he emerges from the family into the broader culture. Educators who recognize the sources and impact of stereotyping will be in a better position to take initiatives in creating change. This unit presents an instrument designed to provide them with a sense of the importance and magnitude of their task.

OBJECTIVES

1. To involve participants in a group experience through which societal and personal attitudes about men and women can be explored.

2. To heighten awareness of participants that individuals are bearers of sex role stereotype values.

3. To enable participants to explore discrepancies between intellectual and emotional reactions to different value situations.

MATERIALS

Pencils
One large sheet with either the male or female figure traced on it, for each small group reporter. Must be prepared ahead of time.
Handouts:
- #6 Sentence Completion Exercise
- #7 Module Evaluation

TIME

1 hour

WORKSHOP ACTIVITIES

A. SENTENCE COMPLETION EXERCISE (20 minutes)

INSTRUCTIONS

1. *Distribute Handout #6:* Sentence Completion Exercise. *Participants should remain in small groups.*

2. *Instruct participants that they have 10 minutes to complete their written responses to the sentences. Their answers may be specific or general.*

3. *When participants are finished, have them discuss their specific answers in terms of the following discussion issues:*

You may wish to record the following issues on a large sheet of paper or chalkboard while participants are writing their sentence completions, so that they can refer to the questions during their small group discussion.

a. Present influences from family and culture on attitudes toward sex roles.

b. Differences and similarities in attitudes between participants and their parents.

c. Differences and similarities in school influences. Were school influences consistent with, or in conflict with, family values?

B. CONSTRUCT A MALE OR FEMALE (20 to 30 minutes)

INSTRUCTIONS

1. *Distribute one large sheet containing a line drawing of either a male or a female figure to each small group.*

2. *Each small group is to choose one reporter,* who will be responsible for taking notes of activity instructions and report to the total inservice group at the end of this activity.

3. *Give the participants the following instructions:*

"You are to 'construct' a woman or man who represents a stable and effective citizen--a person you would like to know, elect to a board or committee, have for a neighbor. You are encouraged to define personal qualities,

life values and attitudes. List these in the margins beside the figure.

You may wish to attribute specific professional and personal characteristics, as well as recreational or service interests in the community.

You are defining a person--creating a profile. Be as specific or general as you wish. Your lists should be as comprehensive as possible.

You will have ten minutes, after which each group will be asked through its reporter to introduce the man or woman it has created to the other groups present."

4. Trainer helps facilitate discussion as small group reporters introduce the adult they have created to the large group.

Trainer should expect that this activity is going to generate a very lively and varied discussion. We are therefore leaving the concluding remarks up to your discretion, in terms of time and content. Be sensitive to those issues and concerns voiced repeatedly, and try to focus on them in any concluding remarks.

C. MODULE EVALUATION (10 minutes)

INSTRUCTIONS

1. *Distribute Handout #7: Survey II. Allow participants 5 minutes to complete.*

2. *Distribute Handout #8.* Final Module Evaluation. *Allow participants 5 minutes to complete.*

3. *Optional. Distribute post-Survey I.*

Handout #6
Unit 2
Workshop Activity A

Sentence Completion Exercise

1. When I was growing up, women in my culture. . .
2. When I was growing up, men in my culture. . .
3. Women in my family thought a woman should be. . .
4. Men in my family thought a man should be . . .
5. Women in my family thought a man should be. . .
6. Men in my family thought a woman should be. . .
7. A woman should be. . .
8. A man should be. . .

TRAINER'S WORKSHOP EVALUATION FORM

This form should be completed after the final workshop session by the trainer (person responsible for leading workshop session).

A. Instructions

Please rate the following statements by circling the appropriate number which corresponds to:

1 = Unsatisfactory (U)
2 = Below Average (BA)
3 = Average
4 = Above Average (AA)
5 = Excellent (E)

1.	My general assessment of the workshop was:	1 2 3 4 5
2.	The organization of the module was:	1 2 3 4 5
3.	In regard to providing new information and ideas, the workshop was:	1 2 3 4 5
4.	The information and experiences gained in this workshop in terms of helping me perform more effectively in my job was:	1 2 3 4 5
5.	The degree of comfort experienced by me in the role of workshop trainer was:	1 2 3 4 5
6.	The extent to which the module facilitated group process was:	1 2 3 4 5
7.	My personal preparation for this module was:	1 2 3 4 5
8.	The specific exercises and activities in the workshop were for the most part:	1 2 3 4 5
9.	The degree to which this module is self-administrable by a local educational agency is:	1 2 3 4 5
10.	Cooperation within the group was:	1 2 3 4 5
11.	The interest shown by participants in the workshop was:	1 2 3 4 5
12.	The Trainer's Guide was helpful in a way that was:	1 2 3 4 5
13.	Evidence of progress in the thinking and attitudes of participants during the course of the workshop was:	1 2 3 4 5
14.	I found the Trainer's Guide useful in the following ways:	

a.

b.

c.

d.

15. Other comments.

B. Instructions

Please complete the form below. Comments are solicited concerning the trainer's perceptions of: 1) the participants' response to the workshop 2) the design of the workshop 3) the trainer's evaluation of his/her effectiveness as a trainer.

1. Participants' Response

General response to topic (enthusiasm, commitment, concern, etc.)

Atmosphere during sessions (congeniality, informality, etc.)

Communications among participants (openness, involvement, participation, etc.)

Other

2. Workshop Design

Appropriateness of goals?

Adequacy of time

Sequence of activities

Effectiveness of activities

Evaluation process

3. Self-Evaluation of trainer

Creation of atmosphere conducive to group communication and learning (awareness of group dynamics, process observation skills)

Communications skills (giving instructions, eliciting and giving feedback, non-verbal communication, dealing with conflict, etc.)

Knowledge of content (ability to give answers or sources when necessary, evidence of reading in field)

Relations with individual participants (knew names, responded to individual needs, expressive of concern, etc.)

Identifying Number _____
Handout #7
Unit 2
Workshop Activity C

SURVEY II: SELF-UNDERSTANDING

Please circle one of the following:

I am:

Administrator	Board Member
Parent	Teacher
Community Member	Other

1. The idea that reduction of sexism in schools is a major goal in education and should help young people to understand themselves and to develop healthy attitudes of self-acceptance
   a. _____Makes me feel uneasy and resistant. Why?

   b. _____Is challenging, but I doubt its practicability. Why?

   c. _____Is promising and worth trying.

2. Assuming reduction of sex role stereotyping in schools has merit and is relevant to your role, what are the main obstacles?
   (Check as many or as few items as you wish)
   a. _____I am not prepared to venture into this area. If not, why not?

   b. _____My work load or family responsibilities are already heavy enough.

   c. _____The administrative set-up makes it impractical.

   d. _____There may be obstacles, but none great enough to keep me from at least trying.

3. If you feel favorably disposed to effect a lasting change in school environment free of sex-bias, what provisions and/or help would you wish for? (Mark one item or several)
   a. _____Workshops, special courses, seminars, etc. Suggestions?

   b. _____Better arrangements for discussing personal and emotional aspects of reducing sexism. Suggestions?

   c. _____Help of a distinctly personal sort, such as might be gotten from group process.

   d. _____Suggestions, other than the above.

Any further comments?

Identifying Number _____
Handout #8
Unit 2
Workshop Activity C

FINAL MODULE EVALUATION

Please fill out the following questions by giving your frank opinions and reactions to this program. Do not sign your name.

1. Female_____ Male_____

2. Circle one. I am: Administrator, Teacher, Parent, Student, Community Member, Other, Board Member

3. Have you attended a program similar to this? Yes_____ No_____
If yes, title of program: _____

CONTENT

4. As a result of this workshop, I have learned:

_____

_____

_____

5. As a result of this workshop, I have changed my attitude about:

Myself: _____

_____

_____

_____

Our school: _____

_____

_____

Society: _____

_____

_____

6. What was the most helpful experience of this unit for you?

_____

_____

7. What was the least helpful experience?

_____

_____

PLEASE CIRCLE THE NUMBER WHICH BEST REFLECTS YOUR RESPONSE.

8. How new were the topics or materials to you?

1 2 3 4 5 6 7
not new very new

9. How important is the topic of sex role stereotyping to you personally?

1 2 3 4 5 6 7
not important very important

PROCESS

10. How effective was the presentation in getting ideas across to you?

1 2 3 4 5 6 7
limited highly effective

11. How much opportunity did you have to participate and get involved in the unit?

1 2 3 4 5 6 7
very little great deal

12. How pleased were you with the amount of group participation called for in the unit?

1 2 3 4 5 6 7
not at all very much

13. Was there enough opportunity for questions and discussion?

Too much_____ All that was needed_____ Should have been more_____

GENERAL

14. Because of my participation in this activity, I am more aware of the effect of sexism in society on my own attitudes and behaviors.

No new awareness — Very strong new awareness

1 2 3 4 5 6 7

15. Because of my participation in this activity, I am more informed about the nature of sexism in our society.

Not at all — Very much so

1 2 3 4 5 6 7

16. How would you rate the overall unit? 1 2 3 4 5 6 7
Poor Excellent

17. If you had planned the program, how would you have changed it?

_____

_____

_____

18. How would you rate the trainers? 1 2 3 4 5 6 7
Poor Excellent

Comments: _____

_____

_____

Further Comments:

_____

_____

_____

_____

_____

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